

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2014-2015 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: MASTERY SCHOOLS OF CAMDEN	School: MASTERY SCHOOLS OF CAMDEN
Chief School Administrator: SCOTT GORDON	Address: 800 Erie Street, Camden, NJ 08102
Chief School Administrator's E-mail: scott.gordon@masterycharter.org	Grade Levels: K-5
Title I Contact: Michael Patron	Principal: Brandon Cummings; Meredith Howell-Turner
Title I Contact E-mail: michael.patron@masterycharter.org	Principal's E-mail: Brandon.Cummings@MasteryNJ.org ; Meredith.Howell-Turner@MasteryNJ.org
Title I Contact Phone Number: 267-671-2888	Principal's Phone Number: (215) 253-1391 ; (856) 371-3678

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____2_____ (number) of stakeholder engagement meetings.
- State/local funds comprised _N/A_% of the school's budget in 2013-2014.
- State/local funds will comprise \$5,391,500 of the school's budget in 2014-2015.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Teaching Assistants	1. Literacy	Balanced Literacy	Teaching Assistant Salaries	\$125,000
School Culture Staff	2. Disruptive Behavior	Social Emotional Practices	Culture Staff Salaries	\$207,643

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *“The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Michael Patron	District Administration	X	X		
Brandon Cummings	Principal	X	X		
Meredith Howell-Turner	Principal	X	X		
Stephanie Shanklin	Community Engagement	X			
Yvette Cuffee	Teacher		X		
Alicia Holdsworth	Teacher	X	X		
Bryan Morton	Community Stakeholder	X			
LaToi Morton	Parent	X	X		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
2/9/2015	Mastery – Cramer Hill	Needs Assessment	X		X	
2/24/2015	Mastery – North Camden	Plan Development	X		X	
		Program Evaluation				

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p>What is the school's mission statement?</p>	<ul style="list-style-type: none"> • <u>Mission</u> The mission of Mastery Schools of Camden will be "All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams." Our vision is to close the achievement gap in the communities we serve. • <u>Mastery Program Vision:</u> Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success. • <u>Mastery Program Principles:</u> <ol style="list-style-type: none"> 1. Pitch High We believe our students are brilliant and capable of rigorous work. Instruction is based on materials and concepts that require students to stretch. 2. Think & Do Mastery instruction requires students to think and carry the cognitive load. Learning is active, enabling students to construct meaning and develop deep understanding of difficult and engaging material. 3. Joy! Our schools are joyful places. Students shine because they experience wonder, express themselves, and feel connected to their school community. Student learning is joyful and
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

	<p>engaging, student centered and authentic.</p> <p>4. Cultural Context</p> <p>We believe that culture, race, and identity strongly influence how we teach, students learn, and the school community interacts. We believe the cultures of our students and families are a source of strength and opportunity. Staff are aware and responsive to culture and individual identities, and so are better equipped to connect with and engage our students.</p> <p>5. Preparation</p> <p>Intellectual preparation, planning, & practice drives quality instruction. Teachers develop an in-depth understanding of lesson content and the nuances of lesson delivery. We allocate time and provide structure for teachers to collaboratively learn content, rehearse, and plan.</p> <p>6. Leaders Proactively Impact Instruction</p> <p>We believe the role of school leaders is to work directly with teachers on planning and instruction. Leaders are curricular experts and content knowledgeable. Leaders support instruction in real time.</p> <p>7. Build Mindset</p> <p>School culture, discipline, SEL programming, and support systems are designed to teach students to act responsibly and make good decisions. We balance structure and independence. We intentionally create community and provide opportunities for students to lead.</p> <p>8. Responsive & Individualized</p> <p>Teachers meet individual student's needs by constantly gathering qualitative and quantitative data about student learning and use that data to inform and individualize instruction.</p> <ul style="list-style-type: none"> • <u>Goals and Objectives</u> <p>Mastery Schools of Camden has one overarching goal – to close the achievement gap in the communities we serve. We plan to meet the standard outlined by the New Jersey Department of Education in the Charter School Performance Framework and meet or exceed the absolute, comparative and growth targets determined by the NJ DOE.</p> <p>Students of Mastery Schools of Camden will exceed the average percent of students proficient for Camden City School District by 15% or more in language arts literacy, mathematics or both after five years, and 25 % or more in language arts literacy, mathematics or both after ten years, or achieve state level proficiency standards during the time period, as</p>
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

determined by the NJ proficiency assessment.

- **Community and Parent Involvement**

We believe that parents are our partners. We have a four-member Parent and Community Engagement team at the central office that provides support to parent organizations network-wide and builds relationships with local community organizations. The school also has a Community Engagement Manager who serves in an extra-curricular role supporting parent engagement at the school level. In addition to our broader parent and community involvement work, teachers play an active role in parent communication at schools. Our schools require teachers make regular calls to parents to discuss both positive developments and academic challenges about individual students, and Mastery has an online parent portal – so parents can be true partners in supporting student achievement at any time.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . ."

2014-2015 Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)				
Academic Achievement – Reading	Fountas & Pinnell Reading (F&P) NJASK Reading	F&P Goal = 1.25 years growth / year				
		LAL Performance 2013-14				
			Total # of Students	Partially Proficient (%)	Proficient (%)	Advanced Proficient (%)
		All Students	82	82.9	17.1	0
		Grade 4	41	85.4	14.6	0
		Grade 5	41	80.5	19.5	0
Academic Achievement - Writing	Writing Summary	Writing Summary Goal = 1+ years growth / year				
		Math Performance 2013-14				
			Total # of Students	Partially Proficient (%)	Proficient (%)	Advanced Proficient (%)
		All Students	82	63.4	30.5	6.1
		Grade 4	41	70.7	26.8	2.4
		Grade 5	41	56.1	34.1	9.8
Academic Achievement - Mathematics	NJASK Math	Math Performance 2013-14				
			Total # of Students	Partially Proficient (%)	Proficient (%)	Advanced Proficient (%)
		All Students	82	63.4	30.5	6.1
		Grade 4	41	70.7	26.8	2.4
		Grade 5	41	56.1	34.1	9.8
		Special Education	23	87	13	0

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)				
Academic Achievement - Science	NJASK Science	Science Performance 2013-14 (Grade 4)				
			Total # of Students	Partially Proficient	Proficient	Advanced Proficient
		All Students	40	42.5	45.0	12.5
		Special Education	9	77.8	22.2	0
Family and Community Engagement	Parent Meetings Parent Attendance	<u>Events So Far</u> 2 State of School Meetings 2 Academic Parent Teacher Teams – Goal 50% Parents Participating 3 Parent Breakfasts – Goal 50 Parents 4 Parent Leadership Trainings 3 Impact Meetings Fall Festival 2 Report Card Nights Winter Art Night Back to School Night Halloween Safe Corridors Meet Your Teacher Night Donations Collected and Distributed Thanksgiving Baskets – 27 Dinners Coat Drive – 300 Coats Xmas and 3 Kings Presents – 100+ Gifts				
Professional Development	Orientation= 10 Days Full-Day PD = 10 Days Wednesday Afternoons Teacher Survey Data	Teacher PD Survey Data				

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)						
Homeless	12/380=3%	Attendance and Academic Data comparable to school-wide average						
Students with Disabilities	64/380=17%	Attendance and Academic Data comparable to school-wide average						
English Language Learners	42/380=11% ACCESS Test Scores	Track individual growth over time possibly using Mastery's MVAS system.						
		ELL Performance 2013-14 (n=14)						
			Entering (1.0-1.9)	Beginning (2.0-2.9)	Developing (3.0-3.9)	Expanding (4.0-4.9)	Bridging (5.0-5.9)	Reaching (6.0)
		Literacy (%)	42.9	21.4	35.7	0	0	0
Economically Disadvantaged	365/380=96%	Attendance and Academic Data comparable to school-wide average						
School Climate and Culture	Enrollment Retention = 87% Attendance = 92% Suspensions / student = 0.85 Violence/Vandalism (EVVRS) incidents = 9	Retention Goal = 93% Attendance Goal = 93% Out of School Suspension Goal = 0.9 Suspensions / student EVVRS Incident Goal = 4 incidents						
Leadership		Insight Survey Data						
School-Based Youth Services		Student Participation in Wraparound After School						

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process *Narrative*

1. What process did the school use to conduct its needs assessment?

Data is gathered and analyzed as a matter of course at Mastery. Most of this data is stored in our Student Information System (eSchool) and reports can be run directly by school staff. The CNA team looked at all kinds of available data ranging from state test scores by our students in prior years to academic performance so far this year. We looked at attendance and discipline data so far. We also analyzed survey data from students, teachers, and parents. School staff added to the picture with information that they brought to the meeting about things like parent and community engagement. Anecdotal data was contributed regarding parent satisfaction.

2. What process did the school use to collect and compile data for student subgroups?

Test data for 2014 state assessments was available from state assessment results. Results on Mastery benchmark tests are also broken out by subgroups.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? ¹

¹ Definitions taken from Understanding Research Methods” by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

State assessment data like NJ ASK and ACCESS is validated by NJ DOE and Metrittech. Mastery creates its own benchmarks aligned to state standards. We analyze how well our benchmarks correlate with the results from state assessments. We also check test validity and reliability by doing extensive post-test analysis using standard statistical methodology and error analysis reports.

4. What did the data analysis reveal regarding classroom instruction?

Because the school is so new and our students have arrived with serious skill and knowledge deficits in all areas, the range of needs is very broad. We determined that literacy instruction is the area of greatest need. Last year's NJASK data shows that fewer students performed at the Proficient or Advanced Proficient levels on the Reading test than on the Math or Science tests. Our own F&P data corroborates the low reading level of the students currently enrolled. Because literacy skills are a prerequisite for all areas of academic success, we decided to focus our School Wide Plan on this academic area.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Because we are a new school, we have no data about professional development from last year. Because our entire staff is new and because Mastery is launching a new literacy program this year, a great deal of professional development was provided during teacher orientation, during network-wide PD days, and on Wednesday afternoons on an ongoing basis.

6. How does the school identify students in need of specialized services in a timely manner?

Through the state-mandated Intervention and Referral Service, Mastery identifies and refers students who might be eligible for Special Education Services to the Child Study Team. The Child Study Team is comprised of the school psychologist, learning disabilities teacher consultant (LDTC), and the school social worker. This team's screening and referral processes include the administration of initial admissions academic placement tests, standardized reading and mathematics assessments, classroom performance, benchmark

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

examinations, vision and hearing screenings, behavior data, and information provided regarding any interventions that have been used for the student. If the Child Study Team determines that there is a need for additional evaluation, Mastery obtains written consent from parents and guardians before the evaluation can be conducted.

7. How does the school provide effective interventions to students with special needs?

If a student is identified as needing Special Education Services, the next step in the process is to develop an Individualized Education Program (IEP). This document describes the child's needs and explains the specific services that Mastery will provide to assist him/her in achieving academic and/or social-emotional progress in school and must be developed within thirty (30) days of the determination of need. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports that the child needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the child. Either parents/guardians or the school staff can initiate the process for reconvening the IEP team to amend the service plan.

The IEP is written by a team of qualified professionals, including Child Study Team members, teachers, related service providers, and appropriate school staff members. Parents and guardians are critical members of the team and are invited to all IEP meetings. We value parent/guardian and student input during these meetings; input allows the team to devise an IEP that will meet the child's individual academic and/or social-emotional needs. Parents and guardians are also allowed to request that invitations be sent to outside service providers in order to coordinate agency supports with school supports.

Mastery uses data to monitor the academic growth of all students in order to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home at nine-week intervals along with report cards. Parents and guardians, or other

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

IEP team members, may request an IEP team meeting at any time in order to review progress and/or revise supports and services. A meeting and annual review of the programming plan is required at least once per year.

8. How does the school address the needs of English Language Learners (ELLs)?

Mastery provides English Language Learners (ELLs) with English language instruction and cultural orientation. The goal of the ELL program is the attainment of English language proficiency so that students will be successful in their classes.

- All ELLs are provided at least one full period of ESL instruction per day from a certified ESL teacher. A period is the time allocated in the school schedule for instruction in core subjects.
- Students in High-Intensity ESL programs receive at least 2 periods of ESL per day from a certified ESL teacher.
- Students enrolled in a bilingual program receive instruction from bilingual teachers who are certified in bilingual education and the applicable content area(s) (unless otherwise noted in a bilingual waiver approved by the NJDOE).
- Teachers in Sheltered English classes are regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELL students.

Families who are new to Mastery are asked to complete a Home Language Survey as part of the registration process. Information from the survey is used as a first-level screening to determine whether a student should take a language proficiency assessment. The results of this assessment are used to determine a student's eligibility for ELL services. In addition to providing ELL services to students, Mastery provides interpreters for parent/teacher conferences and other school-related activities. Mastery's ELL program is administered by the Assistant School Leader of Specialized Services.

9. How does the school address the needs of homeless students?

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Mastery ensures that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youth in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. The School Social Worker is responsible for ensuring that the needs of homeless students are met.

We provide homeless awareness training for staff during beginning of year orientation. School staff members notify the School Social Worker when they learn that a student is homeless.

Some of the things Mastery provides to assist homeless students are items of clothing, particularly school uniforms and warm winter clothing, and personal school supplies. We also provide additional transportation to students who need it.

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

For each core course at Mastery, the central curriculum team produces report period scope and sequence documents (these outline objectives/skills/knowledge to be achieved, place them in a logical sequence, and outline timing recommendations) as well as benchmark and/or portfolio assessments aligned to the learning goals stated in the scope & sequence. Teachers and administrators have the opportunity to review these tools prior to implementation and provide feedback. Any feedback provided is addressed – it is either incorporated, or rationale for non-incorporation is provided. Additionally, in formal mid and end year organizational surveys, teachers and administrators are asked to evaluate and rate our curricular alignment and the accessibility of our tools.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Mastery reaches out to local preschool programs to provide information about what students will be expected to know and be able to do when they enter kindergarten. We attempt to work with preschools to ensure that they are adequately preparing children. We run a series of optional Saturday sessions for pre-K students in the spring prior to the year they will enroll to begin to introduce them to

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

our school model and a leadership team member is available for walk-in questions or calls from families at any time. In the summer prior to enrollment, we host a neighborhood block party for parents to get to know the new parents and our fall orientation for new Kindergarten students includes parents for part of three days in August. Kindergarten parents are a special focus during the fall semester when we introduce them to all the ways Mastery parents can be involved in the school and communicate with their child's teacher or principal.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

The CNA team looked at all kinds of available data ranging from state test scores by our students in prior years to academic performance so far this year. We looked at attendance and discipline data so far. We also analyze survey data from students, teachers, and parents. School staff added to the picture with information that they brought to the meeting about things like parent and community engagement.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Literacy	Disruptive Behavior
Describe the priority problem using at least two data sources	Our students are reading far below grade level as indicated by our Fountas and Pinnel scores, Mastery benchmark tests, and last year's NJASK data.	Disruptive behavior interferes with student learning as indicated by the number of out-of-school suspensions, dean referrals, and reported EVVRS incidents.
Describe the root causes of the problem	<ul style="list-style-type: none"> - Ineffective prior education - Lack of parent resources to support literacy - Significant population of English Language Learners - Transient population with high mobility 	<ul style="list-style-type: none"> - Ineffective school culture in prior schools - Inconsistencies between home and school expectations for students
Subgroups or populations addressed	Focus on grades K-2	Whole school
Related content area missed	Literacy affects all content areas	Disruptive behavior interferes with learning in all content areas
Name of scientifically research based intervention to address priority problems	Balanced Literacy curriculum which includes <ul style="list-style-type: none"> • Reading Mastery • Guided Reading • Reading Workshop & Independent Reading • Interactive Read Aloud • Writing Workshop 	Social Emotional Practices <ul style="list-style-type: none"> - Second Step classroom-based social skills program - Restorative Practices - Positive Behavior Intervention & Supports (PBIS)
How does the intervention align with the Common Core State Standards?	Literacy program aligns with Common Core English and Language Arts (ELA) standards	N/A

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . “

2014-2015 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
* Balanced Literacy curriculum which includes •Reading Mastery •Guided Reading •Reading Workshop & Independent Reading •Interactive Read Aloud •Writing Workshop	ELA	Grades K-2	Assistant School Leader for Instruction	- Fountas and Pinnell Scores - Reading Mastery Interim Assessments - Reading Benchmarks Grade 2 - PARCC Scores	The main literacy researchers we rely on for program design guidance are Irene Fountas, Gay Su Pinnell, and Lucy Calkins. • Irene Fountas & her research team are based at Lesley University. http://www.lesley.edu/literacy-collaborative/ • Lucy Calkins & her research team are based at Columbia Teachers College. http://readingandwritingproject.com/about/tcrwp.html
	Mathematics				
* Social Emotional Practices which includes •Second Step classroom-based social skills program •Restorative Practices •Positive Behavior Intervention & Supports (PBIS)		ALL	Assistant Leader for School Culture	Suspension rates EVVRS incidents Dean referrals	Research supporting Second Step is found at http://www.cfchildren.org/second-step/research Research supporting Restorative Practices is found at http://www.iirp.edu/press.php Research supporting Positive Behavioral Intervention & Supports is found at https://www.pbis.org/research
		Homeless Migrant			

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
	ELA				
	Mathematics				
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
* Balanced Literacy curriculum which includes •Reading Mastery •Guided Reading •Reading Workshop & Independent Reading •Interactive Read Aloud •Writing Workshop	ELA	Grades K-2	Assistant School Leader for Instruction	- Fountas and Pinnell Scores - Reading Mastery Interim Assessments - Reading Benchmarks Grade 2 - PARCC Scores	The main literacy researchers we rely on for program design guidance are Irene Fountas, Gay Su Pinnell, and Lucy Calkins. • Irene Fountas & her research team are based at Lesley University. http://www.lesley.edu/literacy-collaborative/ • Lucy Calkins & her research team are based at Columbia Teachers College. http://readingandwritingproject.com/about/tcrwp.html
	Mathematics				
* Social Emotional Practices which includes •Second Step classroom-based social skills program •Restorative Practices •Positive		ALL	Assistant Leader for School Culture	Suspension rates EVVRS incidents Dean referrals	Research supporting Second Step is found at http://www.cfchildren.org/second-step/research Research supporting Restorative Practices is found at http://www.iirp.edu/press.php Research supporting Positive Behavioral Intervention & Supports is found at https://www.pbis.org/research

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Behavior Intervention & Supports (PBIS)					
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program

(For schools approved to operate a schoolwide program beginning in the 2014-2015 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?

SCHOOLWIDE COMPONENT: Reform Strategies

The evaluation of the effectiveness of the schoolwide plan will be conducted internally by the schoolwide planning committee in conjunction with the school leadership team.

2. What barriers or challenges does the school anticipate during the implementation process?

Our biggest challenge is that we are a new school this year. This means that all new routines and procedures must be established as a prerequisite to being to implement new programs. All staff is new and must receive training and support. Students are used to very different school environments and need to become accustomed to Mastery practices.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Enthusiasm is high as all stakeholders are excited about founding our new school. Teachers are receiving extra professional development and support. We have many trainings and information sessions for families and community members about reform strategies. Students are starting to recognize their own progress as a result of these interventions.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Mastery uses a variety of methods to gauge staff perceptions. Staff members complete surveys following Professional Development sessions. We have also implemented Instructional Culture Insight surveys this year. Mastery also has policies of open doors and straight talk which encourage staff to express their ideas and opinions whenever they see fit.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Mastery uses formal surveys of parents to gather feedback. In addition there are multiple opportunities for all community members to provide informal feedback at school events, through email and phone conversations with teachers, and by participating in trainings offered by the school.

SCHOOLWIDE COMPONENT: Reform Strategies

6. How will the school structure interventions?

One primary structure to support Balanced Literacy is our Response To Intervention and Instruction (RTII) program. RTII will help us identify students who are struggling and allow us to provide targeted additional supports.

Our Emotional Support & Counseling services will support the implementation of our Social Emotional Learning intervention strategies.

7. How frequently will students receive instructional interventions?

Daily in English Language Arts classes as well as Social Emotional Learning classes and activities.

8. What resources/ technologies will the school use to support the schoolwide program?

In addition to resources already mentioned, the school will use Reading Eggs – an online literacy program for students.

We are also providing Teacher Coaches to support teachers in implementing the interventions.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

To measure the effectiveness of our Balanced Literacy intervention we will use data gathered from Fountas and Pinnell Scores, Reading Mastery Interim Assessments, Grade 2 Reading Benchmarks, and ELA PARCC Scores

To measure the effectiveness of our Social Emotional Learning intervention we will use suspension rates, EVVRS incidents, and Dean referrals.

SCHOOLWIDE COMPONENT: Reform Strategies

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate results through the annual Title I Meeting, Back to School Nights, newsletters, the school website, Board meetings, Parent Association meetings, and town hall meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
* Balanced Literacy curriculum which includes •Reading Mastery •Guided Reading •Reading Workshop & Independent Reading •Interactive Read Aloud •Writing Workshop	ELA	Grades K-2	Assistant School Leader for Instruction	- Fountas and Pinnell Scores - Reading Mastery Interim Assessments - Reading Benchmarks Grade 2 - PARCC Scores	The main literacy researchers we rely on for program design guidance are Irene Fountas, Gay Su Pinnell, and Lucy Calkins. • Irene Fountas & her research team are based at Lesley University. http://www.lesley.edu/literacy-collaborative/ • Lucy Calkins & her research team are based at Columbia Teachers College. http://readingandwritingproject.com/about/tcrwp.html
	Mathematics				
* Social Emotional Practices which includes •Second Step classroom-based social skills program •Restorative Practices •Positive Behavior		ALL	Assistant Leader for School Culture	Suspension rates EVRIS incidents Dean referrals	Research supporting Second Step is found at http://www.cfchildren.org/second-step/research Research supporting Restorative Practices is found at http://www.iirp.edu/press.php

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Intervention & Supports (PBIS)					Research supporting Positive Behavioral Intervention & Supports is found at https://www.pbis.org/research
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2014-2015 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Parents will receive regular updates about their children's progress and well as the school's programs through phone blasts, parent breakfasts, newsletters, Parent Action Team meetings, APTT, the Manager of Family & Community Engagement, home visits, teacher phone calls home, and emails to parents.

Parents are provided training to support their children with literacy. Parents also receive frequent feedback on their children's progress so that they can better support their children. Reading Frenzy is provided to engage students more at home and practicing sight words.

Parents have been provided training on the Second Step program. Parents are also contacted and involved when students exhibit disruptive or positive behavior. Parents are invited to Problem-Solving Roundtable Discussions. We keep parents informed about student behaviors so that both school and parents are collaborating to be more supportive of students.

2. How will the school engage parents in the development of the written parent involvement policy?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

The parent involvement policy has been drafted by the Schoolwide Planning Committee. A draft will be shared with parent representatives for feedback before it is finalized.

3. How will the school distribute its written parent involvement policy?

The parent involvement policy is incorporated into the Parent Student Handbook which is distributed to all parents at the beginning of the year; a signed statement is collected from parents indicating that they have read and understood it. The policy is also posted on Mastery's website, and a copy is sent home in student folders.

4. How will the school engage parents in the development of the school-parent compact?

The school-parent compact, entitled the Whatever It Takes Pledge, has been drafted by the Schoolwide Planning Committee. A draft will be shared with parent representatives for feedback before it is finalized.

5. How will the school ensure that parents receive and review the school-parent compact?

The parent involvement policy is incorporated into the Parent Student Handbook which is distributed to all parents at the beginning of the year; a signed statement is collected from parents indicating that they have read and understood it. The policy is also posted on Mastery's website, and a copy is sent home in student folders.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

6. How will the school report its student achievement data to families and the community?

The school will disseminate results through the annual Title I Meeting, Back to School Nights, newsletters, the school website, Board meetings, Parent Association meetings, and town hall meetings.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

N/A – The school is not currently participating in Title III.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The school will disseminate results through the annual Title I Meeting, Back to School Nights, newsletters, the school website, Board meetings, Parent Association meetings, and town hall meetings.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Feedback on the schoolwide plan will be solicited at the annual Title I Meeting, Board meetings, School Advisory Council meetings, and town hall meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

10. How will the school inform families about the academic achievement of their child/children?

Parents will receive regular updates about their children's progress through report cards, parent-teacher conferences, home visits, teacher phone calls home, and emails to parents.

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

We will pay for parent involvement activities with general operating funds not federal funds. Strategies that we will use for parent involvement include:

- Communication Home— Daily take home folders and weekly take home binders for teachers to communicate about student progress and assignments; Parents will also be encouraged to use our online parent portal to check their student's academic progress and communicate electronically with teachers. Every teacher will make parent phone calls daily to parents regarding positive and negative reports on students.
- Parent Training. – sessions throughout the year to help train parents on how to best support their child's learning at home (e.g. helping with homework, understanding the curriculum in their child's grade, how to access help if they don't understand what their child needs, etc.).
- Parental Involvement in School Governance -- The School Advisory Committee will meet every two months and will provide input to the school administration on the school plan and parent needs. The SAC will also advise the Mastery Board on school operation. In addition two Town Hall Meetings are held each year where parents get an update on the school's progress and have an opportunity to express concerns and ask key questions of Mastery's CEO and board members.
- Parent Events—parents are invited to attend five parent-teacher nights each year, as well as a complement of fun student events such as student performances and exhibitions and a community block party.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

- Survey Feedback – the annual survey will gauge parent satisfaction with the school and help us plan to better serve parents the following year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	23	Excellent salaries, support, work environment, and opportunities for advancement.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	5	Excellent salaries, support, work environment, and opportunities for advancement.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	
	0%	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Everything in the Mastery system revolves around having the best teacher possible in every classroom. Mastery pays all teachers based on performance and past data shows that our retention rate for teachers who are making progress toward master teacher each year is in the high 90% range. Mastery has also been voted by our teachers as one of the top 100 places to work in the Delaware Valley in an Inquirer and Daily News poll (with more than 75% of faculty responding) – and in 2011 we were voted the #1 workplace in the Region for “ability for upward mobility at work” out of all participating employers. In teacher surveys, our faculty report that they appreciate the level of support and feedback they receive from administrators at their school, the collegial environment for teachers, and the opportunity to be rewarded for student growth.	Director of Recruiting Director of Human Resources

SCHOOLWIDE SUMMARY INFORMATION

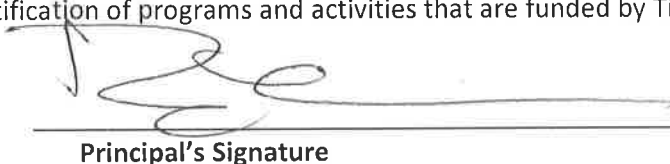
DISTRICT INFORMATION	SCHOOL INFORMATION
District: MASTERY SCHOOLS OF CAMDEN	School: MASTERY SCHOOLS OF CAMDEN
Chief School Administrator: SCOTT GORDON	Address: 800 Erie Street, Camden, NJ 08102
Chief School Administrator's E-mail: scott.gordon@masterycharter.org	Grade Levels: K-5
Title I Contact: Michael Patron	Principal: Brandon Cummings; Meredith Howell-Turner
Title I Contact E-mail: michael.patron@masterycharter.org	Principal's E-mail: Brandon.Cummings@MasteryNJ.org ; Meredith.Howell-Turner@MasteryNJ.org
Title I Contact Phone Number: 267-671-2888	Principal's Phone Number: (215) 253-1391 ; (856) 371-3678

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.


Principal's Name


Principal's Signature


Date

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee - 2/9/15

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Michael Patron	District Admin	✓			Michael Patron
Madison Graboyes					
Brandon Cummings	Principal	✓			Brandon Cummings
Meredith Howell-Turner	Principal	✓			Meredith Howell-Turner
Stephanie Shanklin	Community Engagement	✓			Stephanie Shanklin
Yvette Cuffee	teacher				
Alicia Holdsworth	teacher	✓			Alicia Holdsworth
Xiomara Garcia					
Ceci Schickel					
Bryan Morton	Community Stakeholder	✓			Bryan Morton
Larri Morton	parent	✓			Larri Morton

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee - 2/24/15

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Michael Patron	District Admin		✓		Michael Patron
Madison Graboyes					
Brandon Cummings	Principal		✓		Brandon Cummings
Meredith Howell-Turner	Principal				
Stephanie Shanklin	Community Engagement				
Yvette Cuffee	teacher		✓		Yvette M. Cuffee
Alicia Holdsworth	teacher		✓		Alicia Holdsworth
Xiomara Garcia					
Ceci Schickel					
Bryan Morton	Community Stakeholder				
Larri Morton	parent		✓		Larri Morton